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ABSTRACT

This document includes reports from three workshop meetings of a curriculum development committee in the war/peace field. Nine social studies teachers met at the first session for introduction to: 1) the Project and District objectives; 2) the value choices, concepts, and topics making up the war/peace field; 3) some background on community and administrative support; and, 4) the curriculum development process to be pursued. Activities included presentations by consultants, group discussions, and an optional simulation. Four teams were formed to begin work designing curriculum units using the orienting concept of conflict. The second meeting was held for purposes of: 1) increasing understanding of the concept of conflict; 2) team discussions with consultants having expertise in relevant academic fields; and 3) planning necessary steps for producing teachable units by fall, 1970. The final meeting was devoted to: 1) team presentation of work to date and criticism; 2) planning summer work; and, 3) discussion of types of responses a school system might responsibly make to an international crisis situation similar to Cambodia. In each workshop report agenda, participants, content, and critique are included. Appended to the final report are outlines of completed work by team members on the four units: 1) World War I and the Cuban Missile Crisis as Examples of International Conflict Situations; 2) Conflict; 3) The Habit of Violence; and, 4) Dissent and American Society. SO 001 267 is a report of subsequent committee workshops; other related documents are SO 001 260 through SO 001 266. (Author/JSB)

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WORKSHOP REPORT

FIRST MEETING OF WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE

OF

MT. DIABLO UNIFIED SCHOOL DISTRICT

January 30-31, 1970

SP 001 259

A PROGRAM OF

THE DIABLO VALLEY EDUCATION PROJECT

AFFILIATED WITH

THE CENTER FOR WAR/PEACE STUDIES

I. SUMMARY

Members of the War/Peace Curriculum Implementation Committee, composed of nine social studies teachers in the Mt. Diablo Unified School District, were brought together by the Diablo Valley Education Project for an introduction to:

1. Project and District objectives in war/peace curriculum development;
2. The value choices, concepts and topics making up the war/peace field in education;
3. The background of administrative and community support for the Committee;
4. The curriculum development process to be pursued by the Committee.

Consultants made presentations on the content of the war/peace field and on the national political climate as it might affect the Committee's work. The group discussed the local political climate, some possible obstacles to its work and some means of dealing with them. Some members took part in an optional simulation demonstrating some of the dynamics of a conflict situation. A framework of curriculum development procedures was discussed and four separate teams were formed to begin work designing curriculum units using the orienting concept of conflict and applying it to different topical problems in secondary social studies courses. A final session was devoted to planning for a subsequent workshop on content and for follow-up on work which would result in new units being available for classroom testing in the Fall of 1970.

II. BACKGROUND

In the Summer of 1969, the DVEP received the approval of Dr. James Merrihew, Superintendent of the Mt. Diablo Unified School District, to engage social studies teachers in the development of curriculum units on concepts related to war and peace, providing such activity could be funded from outside the District. This cooperative effort had been preceded by pilot workshops, teacher conferences, community and school administration presentation of Project goals and engagement of a Mt. Diablo Curriculum Supervisor on the Project Board.

Following the Superintendent's approval, in October 1969, the Project presented a proposal to the Mt. Diablo District High School Social Studies Chairman for the establishment of a War/Peace Curriculum Implementation Committee. The Committee would consist of a representative of the central administration for curriculum development, representatives of the Social Studies Departments of each interested high school in the District and representatives of the DVEP. The proposal received the unanimous endorsement of the department chairmen. The plans were then presented to the District social studies teachers by their department chairmen and nine teachers expressed their desire to participate.

The present workshop is the first of a series of activities which will result in the preparation of curriculum units on concepts related to war and peace to be tested in classrooms beginning in the fall of 1970. The Committee will be engaged in additional workshops, writing and materials research during the spring and summer. They will be aided by academic consultants and resource assistance provided by the Center for War/Peace Studies. This pilot program will serve as testing ground for this method of involvement of teachers and consultants in curriculum development as well as a test of specific units.

III. PURPOSES OF THE WORKSHOP

1. To build the committee into a unified group which accepts responsibility for curriculum development and testing in the war/peace field.

2. To introduce the teachers to the problems of polarization, political values and community attitudes which they might encounter in working on a war/peace curriculum project.

3. To outline Project assumptions, values, concepts and topics in the war/peace field relative to the range of approaches to international affairs education used by other organizations and institutions.

4. To plan how to proceed toward selection of the concepts, content and learning strategy to be included in curriculum units.

5. To further explore with the teachers ways in which to encourage co-operation and support for their work among their colleagues, school administrators and parents.

IV. PARTICIPANTS

Joseph Acorn	College Park High School
Neil Agron	Pleasant Hill High School
Pamela Bookman	Concord High School
Robert Boyle	College Park High School
Martin Kahn	College Park High School
Anne Kawaichi	Mt. Diablo High School
George Larson	Pleasant Hill High School
James Sayre	Concord High School
Jacqueline Woodruff	Clayton Valley High School

V. CONSULTANTS

Lee Thompson, Consultant in Secondary Curriculum
Mt. Diablo Unified School District

Edward Tonningsen, School Psychologist
Mt. Diablo Unified School District

Derek Mills, Director of Training
Center for War/Peace Studies

Robert E. Freeman, Director
Diablo Valley Education Project

David Luse, Resource Director
Diablo Valley Education Project

VI. HOST

St. Mary's College, Moraga, one of the Project's cooperating institutions, provided the President's Conference Room and Roncalli Lounge for the sessions. They also provided lunches for the two days and dinners Friday evening. The Center for War/Peace Studies raised the funds necessary to provide released time for the teachers and to pay administrative and consultant costs. The Mt. Diablo Unified School District released the teachers for the two days and provided a curriculum consultant and learning theorist.

VII. CONTENT OUTLINE

National Political Climate

The purpose of this session was to assess the national political climate and how it might affect our considerations in teaching about war and peace. Derek Mills made the presentation.

He gave recognition to the fact that democratic values and processes are under severe attack from various segments of society and that what is basically at issue is the commitment to a rational, compromise-oriented method of understanding and resolving conflict. The image of the U.S. as a melting pot in which widely divergent political and racial components were cross-fertilized to produce a harmonious consensus, is being dispelled. Several new phenomena and attitudes toward social change are emerging:

-An ethnic and cultural militance is evident, with each element of society developing an aggressive awareness of its own identity.

-In the suburbs, dormant until the mid '60's, there is an emerging feeling of political potential and an increasing amount of political action. Recognizing the inadequacy of the negative protest methods used in the civil rights movement, the character of this new political action has become more positive and involves individual action in the pursuit of needed changes in our society. This suburban activism has an analogue in American history to the frontier period and its effects on political experience, as noted by Turner.

-With the New Deal, decision-making powers were concentrated in Washington. World War II and the Cold War added to this centralizing tendency the traditional elitist secrecy of military diplomacy and strategy. As a result the citizen now finds himself unable to reverse this accretion of overwhelming non-response of power. This impotence was made critically evident by the Vietnam war and we have seen that Senators and Presidents are as much victims of it as the general public.

-In response to the above, reprivatization is occurring in a major way. Community organizations to which the individual can relate are developing to attempt to regain some of the decision-making power and achieve specified goals, thereby revitalizing the citizen's sense of political worth.

-Another response to the above phenomenon is the increasing polarization of opinion and unwillingness to abide by the rules of bargaining, rationality, and democratic process. If no specific individual or group can be identified as the source of tyranny, the "system" itself will be perceived as tyrannical. Hannah Arendt has correctly termed bureaucracy as "anonymous tyranny" - all the more terrible because of its facelessness.

-Morality is entering politics - the intrusion of absolute values into a society which is based on compromise, majority rule, respect for dissent and the rational process is causing polarization because people (and the processes themselves) are not prepared to handle fundamentally conflicting values.

A community which used to look at itself as unified is now undergoing conflicts between parts which cannot identify themselves with the group. We are experiencing conflict over the nature of what the community should be rather than negotiable differences between communities.

The Committee recognized that this national climate, especially the attack on democratic values and rational process, certainly would at times present challenges to our work, which is based on a concern for democratic process and values in dealing with war/peace issues. Realizing that these national concerns become specific in the classroom, the session moved to a consideration of the local climate.

Local Climate

The purpose of this session was to assess elements in the teacher's local climate (at three levels--classroom, school, community) which will have to be handled when introducing new curricula.

At each of the three levels, the teachers identified existing and possible obstacles to social studies curriculum change in general and to the introduction of war/peace topics in particular and suggested strategies for dealing with them so as to gain support for change.

1. At the classroom level, it was agreed that most students present few obstacles to change and that in fact most demand curriculum innovation. The Vietnam War has made them most concerned about war/peace issues.

2. At the next level, the school, there are three major elements for consideration: other social studies teachers, departments other than social studies and the administration. The new trends in social studies teaching, which emphasize a student-centered, inquiry-oriented and relatively unstructured classroom situation, threaten many teachers by removing the security of the traditional authoritarian role and the textbook.

Possible strategies for overcoming this problem include good personal relations, team-teaching and improved in-service training. In relation to teaching about war/peace issues, the concerns of those resisting the material most likely would be centered on a fear of attack (being labelled a Communist) or on a philosophical disagreement with the cause. These might be met by the same methods as mentioned above but with particular emphasis on team-teaching or team-development of materials to reduce the fear of being "out on a limb if problems arise." It is also important to recognize the real existence of Communist and other propaganda so that teachers cannot be "legitimately" attacked for promoting propaganda in classes. T-group training in relation to solving problems of teaching about war/peace was also mentioned as a means to gain support for change.

The resistance of other departments relates to budget priorities--the concern that monies needed for social studies change will undercut other needed programs. In addition, the popularity of social studies electives among students has already made some in other departments wary of more innovations.

Teachers are, of course, always dependent upon the administration's general support for change. This support could be gained by giving the principals a clear statement of purposes and methods to prevent misunderstanding. Each teacher team could try to involve its principal in its work as appropriate. The Project could keep them informed of progress through occassional individual or collective briefings.

3. The community (parents) attitudes toward social studies curriculum change is generally positive, providing the innovations do not inhibit the success of the child as measured by college acceptance or getting a good job. Parents view the school and social studies courses in particular as agents to prepare good citizens and inculcate their own and society's values. The "generation gap" and the general challenge to parental authority and middle-class values so prevalent among young people has alienated many parents. But, in general, the majority of parents are willing to acquiesce to change.

In relation to war/peace issues, some parents voice the fear of Communist subversion and the concern that pacifism in the U.S. without a simultaneous feeling in the rest of the world would place us in a vulnerable position militarily.

These concerns can best be met by improving the public relations of the schools and by clearly stating the purposes and assumptions of the Project. Parents could be made aware that social studies will help the child function in his world and that the Project's rationale is based on a concern for democratic values and national security. They could also be involved in the curriculum development process through discussion of values and concepts suggested for inclusion in the curriculum and through review of completed units.

The participants agreed that this session was very valuable. Initial staff concern that there might be no need to discuss possible opposition to the program and that the discussion might only create apprehension on the part of the teachers was refuted by the teachers' reaction. They felt it was indeed necessary to discuss means of handling possible problems for it is fruitless to develop a curriculum that will not be accepted.

Outline of the War/Peace Field

To acquaint the teachers with the war/peace field and present them with a range of ideas from which they might choose the topics for their units, Bob Freeman reviewed several alternative approaches to organizing the field.

A. Through issues

The most common introduction to the field is through the issues arising in international politics (e.g., Vietnam, ABM, Test Ban Treaty, Recognition of Communist China, The Middle East War)

B. Through the disciplines, especially history

The problem of war has been organized historically and war has always been a major topic of history. Other disciplines (anthropology, sociology, biology, psychology) are now inquiring into the roots of war or reporting on the phenomenon.

C. Through the classification of organizations which come into being with various war/peace problems

Foreign affairs education organizations
Peace cause groups
- Ad hoc protest
- Protest education and action
- Functional groups
- Peace research groups
- General non-governmental organizations

D. Through U.S. Arms Control and Disarmament Agency classification system:

International political environment
Strategic environment
Institutions and means for peace
Historical background
General analysis and basic approaches
Specific problems

In the educational arena there are several efforts which are attempting to change what should be taught in our schools. The major ones include:

A. Peace through International Understanding. This approach has been espoused by Harold Taylor[1] among others, and proposes (implicitly) that an understanding of other cultures and areas via personal exchange of students and teachers, cooperation, language and the arts will bring about such universal respect for different peoples and nations that a peaceful world will result. This approach has dominated public school approaches to peace for more than fifty years. It is an important element of the problem but inadequate as a single organizing principle.

B. Peace through International Education. This approach has been defined by the Foreign Policy Association as stated in its Project on International Education in U.S. Schools.[2] It advocates major curriculum change focusing on:

1. World system, including:

   the earth as a planet and its relation to the cosmic system;
   the earth as a set of physical systems

2. Man as a species, including:

   comparative understanding of man as one of many living systems;
   understanding of basic human commonalities and differences;
   understanding of major structural characteristics of the
   human species; i.e., it is a racially diverse, culturally
   diverse, institutionally diverse species.

3. Global Social system, including:

   the International System of nation states and regional groupings;
   social processes for international conflict resolution,
   communication and trade;
   International social problems including:
   managing inter-group violence and creating institutions
   for the peaceful resolution of conflict;
   population growth;
   exploitation of resources;
   deterioration of natural environment

4. Analysis and judgment in foreign policy matters based on knowledge of national goals, moral choices, military risks and possible avenues of cooperation.

This approach assumes that if men understand the world and men in all their complexity they will make just decisions on a rational basis, thus avoiding war and securing justice. It does not confront the problem of non-rational conflict and does not clarify the values needed to successfully meet current crises or personal value choices.

C. Peace through World Order Systems. This approach has been pioneered by the World Law Fund.[5] It asserts that there are certain universal values to be served (i.e., peace, economic welfare, social justice) and that systems of world order can be established to serve these values. The approach is futuristic, global, multi-disciplinary, and it provides a learning strategy that develops a familiarity with several possible models of world order and with experience in making value choices.

There often arise simple solutions around which organizations develop. The most common are the pacifist and Marxist ideologies which dominate ad hoc activity.

In addition to these formal approaches on which significant curriculum development is being based there are other dominant themes which come into the classroom unconsciously because of their prevalence on T.V., in other media and in the form of organizations at work in our

communities. The most common themes include simple Marxist-Maoist-Leninist themes (frequently expressed in simple anti-American military power and anti-American government and economic systems) and balance-of-power politics while building the institutions of peace (traditional diplomacy is our best hope for keeping or securing some peace now).

After outlining these approaches, Bob Freeman presented another approach focused directly on the problem of war. An outline[4] is given on page 12.

Because of the vastness of the field, the teachers requested a more specific outline of one of the key concepts in the scheme to aid them in choosing appropriate and workable topics for their units. In response to this Derek Mills made a presentation elaborating on the concept of "Conflict."

CONFLICT

Conflict is defined as a potentially good situation, one in which a creative tension exists between two forces pursuing different means to the same goal or pursuing opposing goals. It is a stimulus-response situation in which a balance is sought. The response can be either appeasement, imperialist or a processing of the conflict. This phenomenon can exist at the intra-personal, inter-personal, inter-group, intra-societal or international level.

The disciplines have contributed various ideas related to conflict. From philosophy we obtain the concepts of the absolute, of paradox, of dialectic and of rational process in the Western tradition. From political science we learn about democratic theory and international conflict. From psychology we learn about the effect on human behavior of conflict situations. Economics is a ritualized system of conflict. Sociology deals with group interaction and class conflict. Anthropology and the ecological disciplines deal with balances and conflicts within natural systems.

The discipline of history is especially relevant for our concerns since many of the units developed will be used as part of U.S. history courses. Several sub-concepts under conflict are particularly related to U.S. history:

a) Law is seen in democratic theory as a system of institutionalized conflict which is conducted without violence. Included n in this sub-concept are such ideas as authority and power.

b) The sub-concept of social change involves change through legal and political methods, through extra-legal methods such as civil disobedience and through revolution.

c) The sub-concept of expansion and development of the U.S. contains ideas about physical and psychological phenomena and about the nature of growth. The concept of rational, divinely sanctioned "progress" is also included.

THE WAR/PEACE FIELD IN EDUCATION

THE GOAL: ENDING WAR / BUILDING PEACE

THE VALUE BASE

Basic Democratic Values

-human worth and dignity
-personal freedom
-equality and justice
-peace and order
-economic well-being
-brotherhood

Governmental Principles

-rule of law
-due process of law
-equal rights under law
-rule by consent of governed

THE BASIC CONCEPTS

-conflict
-violence
-authority
-power
-change

WAR/PEACE PROBLEMS AND ISSUES

Past and Present

-wars
-international systems
-arms races and strategic threat
-crisis areas and issues

The Transitional Period

-maintenance of societal integrity
-international institutions and organizations
-world development
-disarmament and arms control
-non-violent social change

The Future

-world law and order system
-world community
-universal human rights

THE DISCIPLINES: History, Economics, Sociology, Anthropology, the Physical Sciences, Philosophy, Psychology, the Arts, Literature and the Humanities

THE GRADE LEVEL: As appropriate, kindergarten through twelfth

d) In the realm of morality and absolutes, the "American way" has come to mean optimism and invincibility. Utopianism has been a feature of American thought, as has dissent, usually itself a positing of utopian alternatives.

e) Violence in U.S. history includes institutionalized violence, moralistic and psychological violence and war.

Agreeing that they now felt a sense of direction for their work and felt more comfortable with the task at hand, the teachers expressed their readiness to begin planning their units.

A Simulated Conflict: Vietnam Moratorium and the Schools.

To further the participants' understanding of the dynamics of conflict and conflict resolution, the group took part in a simulation devised by Derek Mills.

Briefly described, the scene was a special meeting of a high school curriculum committee called to attempt to settle a dispute arising from some students' demand that the school be closed on the upcoming Vietnam Moratorium Day. The Committee had previously voted that those students who wished to participate in the Moratorium activities would be allowed excused absences for the afternoon only. This plan was unacceptable to a certain segment of the student population who wanted the entire school closed and were now threatening to close the school through disruption (a "strike"). Present at the meeting were key forces in the dispute, representing a spectrum of student, faculty, administration and school board leadership.

The simulation made evident certain phenomena, often characteristic of conflict situations. First, a polarization of opinion occurred. Although moderate and compromise forces were present, they were ignored as the dispute became almost immediately polarized. Second, the dynamics of power were evident. The moderates who had the real power, i.e., could command a majority of community and student support, did not identify the situation as one needing strategies for building a power base. The forces at the poles defined the questions and therefore assumed power through the moderates' abdication. Third, a confrontational rather than a resolutional process occurred.

The participants agreed that the simulation was a meaningful experience and that as a motivational device for both teachers and students it could be very effective. The players became very involved in their roles and in the dynamics of the situation which they agreed became vividly real to them.

However, some cautions were voiced, especially if using this game with students. The confrontation and power situations which emerged from play might easily have the effect of teaching students that if they are to successfully attain goals in the "real world" they had better learn the techniques of obtaining and using power. Rather than reinforcing the behavior patterns evident in the game, the preferred result of the

simulation would be an examination of the existing and alternative behavior patterns and of the alternative values expressed by the participants in the situation. For example, we would not want to teach that it is right to close down a school over a political issue nor the techniques for doing that, but we would want to stimulate a discussion of whether it is right to close down a school over a political issue. The students should have the opportunity to identify the value conflicts and consider which values they would like to see operating in our society. To achieve this the group agreed that a series of questions dealing with these issues should be devised for use during the debriefing session.

In a similar vein the discussion of the general uses of simulation in the classroom raised the problem of the inadequacy of most existing simulations for dealing meaningfully with war/peace issues, especially international conflict. There is a need for more open-ended simulations, such as Moratorium (see above), in which more creative solutions to conflict situations can be considered. Most of the existing inter-nation type simulations are based on present disputes. They teach about the "real world" which is, of course, important, but they do not encourage participants to consider alternative types of systems or the variety of means short of war for pursuing conflict.

Teacher Work Groups

The purpose of the work sessions was to introduce the teachers to the curriculum development process in the war/peace field and allow them to identify the units on which they would be working during the Spring and Summer. To facilitate the task, the teachers were divided into teams (by school, where possible).

Each team selected its topic and began to outline the objectives, strategies, content and needed resources for the unit. Curriculum and war/peace content consultants were on hand to work with the teams as needed.

Each team reported back to the whole group on its tentative plans for the unit it would develop.

Team #1 (College Park H.S.): Team 1 chose to deal with the concept of conflict in terms of a transitional problem at the international level - disarmament and arms control. The goal of the unit is to show that nations which have armaments are predisposed to use them for conflict resolution and that if we can eliminate armaments we eliminate one of the many factors which give a nation a predisposition to resort to violence. The unit would also examine the need for international control to insure continued disarmament.

Team #2 (Pleasant Hill H.S.): Team 2 is developing a unit comparing the Cuban Missile Crisis of 1962 to the situation in 1914 when World War I broke out. The unit will analyze the factors in the two situations and assess why one led to war and the other did not. Emphasis will be placed on the interpersonal conflicts on the opposing sides as well as on the international conflicts.

Team #3 (Clayton Valley H.S.): Team 3's unit will deal with the concepts of conflict, authority and change using the issue of the Japanese Relocation Camps in the U.S. during World War II as the focus for inquiry.

Team #4 (Concord H.S.): The topic for this unit is dissent as a feature of U.S. history. This issue will revolve around the conflict between the power of the majority and rights of the minority under the U.S. constitution. It will examine violent, non-violent, legal and illegal dissent.

The teams then analyzed and identified their consultant and resource needs for their future development work on the units. In follow-up workshops the Project agreed to provide further background on the conflict area and specialists on the topics selected by each team.

The work sessions were very productive. Each team seemed to choose a topic which interested the members personally and they pursued their tasks with enthusiasm. Even in the short time allotted for the work session the teams seemed well on their way to developing meaningful units. The main criticism of the session was that the teachers would have liked to have had more time to work on their units.

Critique

The workshop was very successful in producing group spirit, acquainting teachers with the subject matter of the war/peace field and in discovering ways to increase interest in the work on the part of others in the school system. It dealt inadequately with the format and content selection for the units to be written. The assumption was made that the teachers assembled were well acquainted with the curriculum unit development process and that only the content was missing. This could have been corrected with an additional day's work on format and on the process for selecting behavioral objectives, concepts and generalizations. Such a program, however, also would require that consultants be much clearer as to the objectives and generalizations they want teachers to pursue. This orderly curriculum outline does not now exist but can be developed before a second series of workshops are initiated in 1970-71.

It may also be that all work subsequent to the basic introduction to war/peace problems should be done in small teams. This would provide greater flexibility in the use of consultants and would insure that each teacher gets the help he needs rather than wasting time on what he already knows.

Final Session

Teachers and consultants together planned two additional workshops:

-One oriented toward content with consultants on various aspects of conflict addressing the entire group and then specialists on the specific issues of Cuba, World War II, dissent, Arms Control and Japanese relocation, meeting separately with the individual teams.

-A second workshop to review specific resources for the individual topics and to consider various processes and techniques of communication. They also agreed that the format of units to be developed would be that adapted by the Mt. Diablo Social Studies Department[5] as prepared by Lee Thompson, Consultant in Secondary Curriculum. That outline follows:

FORMAT FOR INQUIRY UNITS AND LESSONS

I. Units

A. Introduction and rationale

B. Behavioral objectives

C. Concepts

1. Substantive concepts

2. Methodological concepts

II. Lessons

A. Behavioral objectives

B. Concepts

1. Substantive concepts

2. Methodological concepts

C. Generalizations and/or hypotheses

D. Materials

E. Lesson procedure

1. Teacher activities

2. Student activities

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WORKSHOP REPORT

SECOND MEETING OF THE WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE

OF

MT. DIABLO UNIFIED SCHOOL DISTRICT

April 16-17, 1970

A PROGRAM OF

THE DIABLO VALLEY EDUCATION PROJECT

AFFILIATED WITH

THE CENTER FOR WAR/PEACE STUDIES

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I. SUMMARY

Members of the Mt. Diablo War/Peace Curriculum Implementation Committee who have been working in four teams designing curriculum units on the concept of conflict, met under the auspices of the Diablo Valley Education Project in the second set of 1969-70 workshop meetings for the purpose of:

1. Increasing understanding of the concept of conflict;

2. Participating in team discussions with consultants with expertise in academic fields relevant to the specific unit topics in preparation;

3. Discussing plans for the May sessions and the further steps necessary for producing teachable units by Fall of 1970.

Three consultants made presentations expressing alternative conceptualizations of conflict on various levels. A fourth consultant spoke of his practical experience in conflict resolution. And another consultant addressed himself to the problem, in general and in the high school in particular, of establishing the limits of legitimate dissent.

One session was devoted to evaluation of the meeting and planning for the final workshop session in May. This discussion focused on the curriculum development work which should be completed by the May meeting in order to keep on schedule for producing completed units by the Fall of 1970.

II. AGENDA

Thursday, April 16th

9:00 - 9:30	Introduction - Gwyn Donchin and Bob Freeman
9:30 - 10:15	George Kent (Presentation)
10:15 - 10:45	Coffee
10:45 - 11:30	George Kent (Discussion)
11:30 - 12:15	Wilson Yandell (Presentation)
12:15 - 1:15	Lunch
1:15 - 2:00	Wilson Yandell (Discussion)
2:00 - 2:45	Frank Quinn (Presentation)
2:45 - 3:15	Coffee
3:15 - 4:00	Frank Quinn (Discussion)
4:00 - 4:30	Short film - "A Tale for Everybody"

Friday, April 17th

9:00 - 11:00	Administration & procedures Lee Thompson
11:00 - 1:30	Divide into teams 1) Mr. Yonemura work with team on Relocation Camps 2) Dave Luse work with Cuban Missle Crisis/World War I and Arms Control and Disarmament teams 3) Derek Mills with Dissent team
1:30 - 3:30	All meet together with Allan Sindler

III. PURPOSES OF THE WORKSHOP

1. To provide teachers with a broad understanding of conflict and its sub-themes as it functions at personal, group, national and international levels which can in turn be applied to the specific unit topics being worked on by each teacher team. To facilitate this, each consultant was asked to address himself to the following six questions:

   1. What are the three or four fundamental ideas needed to understand about conflict?

   2. What means do you see available for handling conflict without violence?

   3. Where and how do these ideas relate to present high school subjects and courses? Especially American History and American Government?

   4. What are the other basic concepts related to conflict (e.g., identity, authority, violence, power and change)? How are they related?

   5. What ethical and value questions are relevant to the study of conflict (e.g., when, if ever, is it right to use personal or group violence [killing] in defense of values)?

   6. What new methods of study and new materials are being used in your field?

2. To give each of the teacher teams an opportunity to meet with a consultant with expertise in some aspect of its specific content area. It was hoped that such a meeting would more readily enable teachers to come to grips with the substantive material upon which their unit was to be based.

3. To plan the following May conference and consider means by which the units would be completed in time for teaching in the Fall of 1970.

IV. PARTICIPANTS

Joseph Acorn	College Park High School
Neil Agron	Pleasant Hill High School
Pamela Bookman	Concord High School
Robert Boyle	College Park High School
Marty Kahn	College Park High School
Anne Kawaichi	Mt. Diablo High School
George Larson	Pleasant Hill High School
James Sayre	Concord High School
Nelson Shelton	Pleasant Hill High School
Jacqueline Woodruff	Clayton Valley High School

V. CONSULTANTS

George Kent, Ph.D.
Political Science, San Francisco State

Frank Quinn, Regional Director
Equal Employment Opportunity Commission, San Francisco

Allan Sindler, Ph.D.
Graduate School of Public Affairs, University of California, Berkeley

Lee Thompson, Consultant in Secondary Curriculum
Mt. Diablo Unified School District

Wilson Yandell, M.D.
Psychiatrist

Mas Yonemura
Attorney

Derek Mills, Director of Training
Center for War/Peace Studies

Robert E. Freeman, Director
Diablo Valley Education Project

David Luse, Resource Director
Diablo Valley Education Project

Mrs. Gwyneth Donchin, Former Director
Diablo Valley Education Project

VI. CONTENT OUTLINE

A Typology of Conflict Situations

Derek Mills opened the meeting with a presentation of one approach to conflict and the problems involved in obtaining a working understanding of the concept.

Mills began by noting that conflict is characterized by uncertainty and, therefore, there can be no static set of rules for coping with conflict. The major models of conflict used today are inadequate due mainly to their basic assumption of a high degree of rationality in the conflict situation. While these models may be heuristically useful, they are not helpful for planning policy alternatives. Mills contends that we should look upon this situation as an opportunity for maximum creativity. We are in a situation where 'answers' about conflict do not exist and whatever we can add will be significant.

Mills then presented a conceptual scheme defining two types of conflict: communal and non-communal. Non-communal conflict characteristically occurs between groups, such as labor and management, which do not define themselves as somehow linked together. This type of conflict has five characteristics:

1. The existence of the conflict is recognized by both groups.

2. There is recognition of the real problem precipitating the conflict.

3. Constructive communication is maintained between both groups for the duration of the conflict.

4. Professional mediators on both sides remove emotional investment from the conduct of the conflict.

5. As a result of the above factors, the conflict is conducted in a rational manner.

Communal conflict, on the other hand, normally occurs between factions which view themselves as one group or as linked very closely to one-another. This type of conflict also has five characteristics:

1. Because the factions define themselves as a group, (a unity) the conflict, (disunity) tends not to be recognized.

2. The perceived cause of the conflict is not the real issue precipitating the conflict.

3. Constructive or fruitful or positive communication between opposing sides is severely limited.

4. Each side perceives itself as the holder of the truth, the "True Believer" or the "bearer of the heritage."

5. The conflict thus tends to be conducted in a non-rational manner.

Conflict as an Incompatibility of Values

George Kent began his discussion of International Conflict by reacting to Mills' concept of conflict. A conflict situation, Kent maintains, is simply an incompatibility of values. He stressed that a value difference is not necessarily a value incompatibility. Values, as he perceives them, are not virtues or moral imperatives; rather, they are simply expressions of preferences among alternative states of affairs or courses of action. Motives were defined as underlying values: they are the reasons for holding certain values. In other words, motives explain values. Kent's purposes in this definitional schema were to characterize the nature of an explanation and to demonstrate how to tell if something one is presented with is indeed an explanation or not. In summary then, an explanation of international conflict, which is an incompatibility of values, lies in explicating those values, those mutually exclusive preferences.

Moving on to a discussion of teaching techniques, Kent presented a simulation exercise which teachers might use to explore conflict with their students. This discussion ended prematurely due to conflict between teachers and Kent in various areas such as the value of behavioral objectives, ability levels of students and other problematic differences between college and high school teaching. This seemed to be precipitated by difficulty in communicating the relative differences and problems between the high school and university milieu. It was then suggested that it might be more profitable to return to a discussion of content which was more important to the teachers and created fewer problems.

Personal and Interpersonal Conflict

After answering some further questions from teachers concerning his model of conflict and implications to be drawn from it, Kent yielded the floor to Wilson Yandell. Yandell responded to a bevy of questions related to the personal and interpersonal dimensions of conflict. Of particular interest was a discussion of affective responses to conflict situations which arise in the classroom. Yandell pointed out how this potentially disastrous situation may, by careful handling, be turned into an opportunity for the teacher to imbue the curricular materials with intense interest and participation on the part of the student. If the teacher can, through the classroom experience of conflict, bring his students to the recognition that conflict is a legitimate part of the human experience and that it may be a very good and healthy experience, the anxiety and rage felt can be treated openly and the roots of it may be discussed. It could also provide an opportunity to begin an inquiry

into the nature of conflict. The conflict itself would then provide data to students for an exercise in constructing generalizations and through these generalizations it might even be possible to move beyond the interpersonal level of conflict to discuss problems arising in conflict situations at the national or international level.

Conflict Resolution

Following Yandell, Frank Quinn presented his views drawn from years of practical experience in resolving conflict situations in race relations. Perhaps his most cogent observation, which applies to all levels of conflict situations, was that unless we train and utilize new people fulfilling new functions, we're in for a rough time in the years ahead. We need professionally trained people whose role will be not to take advocate positions on a particular issue, but to help those taking opposing positions to redefine the situation so that the probability of rational resolution of the conflict is increased. It is also significant that, as he views the situation, this new role function must come primarily from the private sector of society.

The last event of the day was a highly allegorical film entitled "A Tale for Everybody." Although the teachers did not seem greatly entusiastic about it, it may be a useful classroom tool under certain conditions. While many theses could be drawn out of it (e.g., arms race, interpersonal conflict, moral questions, etc.), a teacher would probably have to have in mind a particular point which he meant to have the film illustrate and then focus the discussion on that one point. There would otherwise probably be too much aimless discussion and no net educational benefit. Alternatively, it could be used to elicit a list of moral and political dilemas from students and then those which were relevant to the course at hand could be pursued through further discussion and study.

Limits of Dissent

Friday afternoon was spent in a session with Allan Sindler, who spoke on the conflict of dissent and the high school. Sindler began by laying out two ground rules on dissent for institutions such as high schools. First, the institution must give affirmation and protection of the right to dissent. Second, there must be practical demonstration that dissent has a reasonable chance of succeeding. He maintains that an institution which fulfills these criteria can legitimately insist on the parameters or limits of dissent it has established and can expect something like full support in punishing transgressors of it.

He then discussed two limits to be placed on dissent which should be effectively communicated to students. First, there is no such thing as an absolute right; individual rights are always modifiable by compelling social interest. Second, verbal dissent is not "de facto" permissible. It is fairly clear in law that verbal incitement to others to behave in an illegal manner can itself be considered illegal and beyond the bounds of dissent.

Turning to civil disobedience, Sindler drew a distinction between: (1) civil disobedience intended to test a law held to be unconstitutional, and (2) civil disobedience to bear dramatic personal witness or arouse public attention to what is considered a gross evil. With regard to the first type, he pointed out that under our legal system there is no provision for trying a fake case. This is in some ways unfortunate. It means that a person who deeply believes a law is unconstitutional has no option but to break that law. Then in the course of being tried in violation of that law he seeks to establish the constitutional base for arguing its invalidity. By and large this type of civil disobedience would certainly merit our moral respect. The same may not so easily be claimed for the second type of civil disobedience. In the remarks following, the term "civil disobedience" is restricted to only the latter of these two types.

The concept of civil disobedience may be clarified by considering the following list of its characteristics:

1. Civil disobedience has no legal status. There is no category of law violation known or called civil disobedience.

2. Civil disobedience is not a civil liberty. No one has a constitutional right to engage in civil disobedience.

3. Civil disobedience does not alter in any way the fact that a law has been broken, nor does it provide excuse for breaking the law.

4. Often attempts are made to appeal to the "higher justification" of some moral code which is held to be higher than that of all man-made law.

How then, would one evaluate the moral claims of point #4? Sindler suggests that the following four conditions must be met:

1. The evil opposed must be urgent and serious, and all legal ways to oppose it must have been exhausted first.

2. The act must be limited in scope and content so as not to produce disproportionately harmful effects to others and not to threaten the general structure of law.

3. The act ought to have some fairly clearly established relationship to the evil that is opposed and it must be aimed at those who are most responsible for the existence of the evil and who are capable of doing something about it.

4. Participants in civil disobedience should be willing to submit to arrest and the legal penalties involved in that violation.

One can reasonably insist on these kinds of standards in a context in which the situation is well structured for dissent. A school must offer, in fact, multiple opportunities for access by students to whatever are the decision making areas within the school. This is sound not only tactically, but also pedagogically. Sindler thus claims that one can make a very strong case that part of the learning process certainly ought to lead schools voluntarily to experiment with ways in which to involve students more directly in control of their own conduct.

In closing, Sindler urged consideration of the following argument:

1. High school education is a government benefit.

2. High school students are citizens.

3. The law is clear that enjoyment of a government benefit cannot be conditioned upon the waiver or relinquishment of significant constitutional rights in the absence of compelling social interest.

Therefore,

4. A student, like any other citizen, is normally allowed to exercise his citizen's rights. If the school chooses to regulate or abridge these rights, the burden of proof is on the school to demonstrate clearly how that prescribed activity would significantly affect the legitimate purpose of the school.

Sessions with Consultants

Teams were then given two and one half hours to meet with their respective advisors on Friday morning. The purpose of this session was to present an opportunity for teachers to meet with an expert in a substantive area dealt with in their units. Such an encounter, it was felt, would enable the teachers to become more proficient and confident in their chosen areas.

The team using Japanese Relocation Camps as an example of conflict met with Mr. Yonemura. Yonemura reviewed with them the period of Japanese-American history around the Second World War and answered their particular questions. Dave Luse met with the International Conflict and Disarmament teams. Luse had prepared resource kits at the request of these teams. The teachers felt that what they wanted was a broader range of media included in such kits. In addition to books and pamphlets, they requested more information on films, simulations and graphic displays. Derek Mills met with the Dissent team to run a simulation of the 1968 Democratic pre-convention strategy meeting involving the leading candidates for the presidential nomination. The purpose of this simulation was to demonstrate that in communal conflict situations the communal goal often suffers because of individual goals. The game was fun, but probably not much learning took place. People had so much fun that the role playing became mixed with their own beliefs. This made debriefing almost impossible and illustrated that for this type of simulation the role a person is playing ought to be consistent with his own personality.

Planning for May Workshop

It was decided to meet jointly on only one of the original three days planned for the May workshop. The other days would be spent in individual team meetings arranged at their own discretion. The result of these individual meetings would be a clear statement of objectives, concepts, and generalizations for the unit, which would be presented to the joint meeting on May 22nd for comment and suggested revisions. Teachers seemed to be in agreement that this type of schedule would be more productive than three days of joint meetings, as they had reached a point where the greatest need was a large block of time for thinking and writing.

VII. CRITIQUE

The workshops were clearly successful in furthering the goal of producing teachable units by August. The substantive discussions on conflict, dissent and civil disobedience were extremely helpful to the teachers as an organizing tool for work on their units. Similarly, the resource and consultant aid provided in the individual team sessions gave an opportunity for the teachers to relate their specific material and idea needs to that overall conceptual approval.

There were, however, process problems which were fairly serious. Several center around the difficulty in communication and understanding between high school teachers and university professors. It seems that most high school teachers have a fairly good idea of what the university milieu is all about, having been there more or less recently. The situation is not reciprocal, however, since most university professors seem not to have recently had contact with the world of the high school. Often they tend to regard the high school as a kind of mini-university with smaller sized students, who in other respects are much like graduate students. When confronted with the obvious falsity of this view, they may alternately express either an amorphous disdain and disregard toward the high school world or choose to drop out of the discussion for lack of real concern about this phase of education. An important criteria, then, is for consultants who are not only academically outstanding, but who also can communicate well with secondary school teachers.

Another problem relates to the Project's difficulty in getting specific content advisors for each team together at the same time and place. While this is a constant organizational problem and one which should be recognized and worked on, it will not always be possible to avoid. It appears however, that with the degree of flexibility which has been demonstrated throughout this Project, this need not be a major roadblock to serious work. In part, this problem can be solved by arranging meetings with individual teams and consultants at mutually convenient times.

A major hurdle to be overcome is the feeling teachers have of impotency in the face of the enormous task to be done. On several occasions sentiments were expressed to the effect that, "Well, if these experts don't know the answers, how are we supposed to teach them to our students?" There are two things to bear in mind here. "Experts" often suffer from the paradox of knowing not only what they know, but also how much they don't know, and the scholarly posture often leads them to emphasize the latter rather than the former. Second, we must face the fact that all the answers are not known. However, the task is to teach not merely "facts" or "answers" but a way of thinking - an approach to facing crucial problems along with what information is available to serve as a guide to that thinking. Finally, we should remember Jerome Bruner's belief that, "Any subject can be taught effectively in some intellectually honest form to any child at any stage of development."

September 1970

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WORKSHOP REPORT

THIRD MEETING OF THE WAR/PEACE CURRICULUM IMPLEMENTATION COMMITTEE

OF

MT. DIABLO UNIFIED SCHOOL DISTRICT

MAY 22, 1970

A PROGRAM OF

THE DIABLO VALLEY EDUCATION PROJECT

AFFILIATED WITH

THE CENTER FOR WAR/PEACE STUDIES

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I. SUMMARY

The four teacher teams which comprise the Mt. Diablo War/Peace Curriculum Implementation Committee of the Diablo Valley Education Project met for their third and final workshop in order to:

1. Allow each team to present its work to date and receive criticism;

2. Plan various facets of the summer's work;

3. Discuss the types of responses a school system might responsibly make to a crisis situation similar to that precipitated by the recent United States' operation in Cambodia.

The workshop opened with a discussion of how some of the schools in the Mt. Diablo Unified School District responded to the Cambodian Crisis. It was generally agreed that none of them was entirely satisfactory and most were severly substandard. It was felt that the Project might contribute to thinking about the possibility of such programs in the future. A plan which would move the Project into involvement should similar situations arise was discussed and preliminary development agreed to.

The curriculum teams then presented summaries of their work to date for discussion and comment. This included for each unit a statement of objectives, concepts and generalizations.

A discussion of the steps to be taken through the summer until completion of the units ended the meeting. Most important to the teachers was time to get the work done and the availability of resources through the Diablo Valley Education Project.

II. AGENDA

9:00 - 9:15	Expectation for Curriculum Development District Concerns - Lee Thompson Project Concerns - Bob Freeman
9:15 - 10:15	Pleasant Hill Team
10:45 - 12:00	Clayton Valley - Mt. Diablo
1:00 - 2:00	Concord High
2:00 - 3:00	College Park
3:00 - 3:45	The problem of responding to a crisis: Vietnam-Cambodia. A request for comments on some ideas for confronting such crises with programs other than: Student run discussions or assemblies on the history of the conflict. Bob Freeman and Dave Luse
3:45	Next steps for each team and for Project staff
4:15	Adjournment

III. PURPOSES OF THE WORKSHOP

1. To have each of the curriculum development teams present the outline of their units. Each presentation would attempt to answer as fully as possible the following three questions:

    1. What are the behavioral objectives?

    2. What concepts and sub-concepts will be included in the unit?

    3. What generalizations will be studied?

2. To plan for work during the summer months so that the curriculum units would be completed by August 15th. The following three questions were posed to orient this discussion:

    1. Does the unit require any specialized training by the teachers if they are to use it? If so, what?

    2. What assistance will be required in procurement of resource materials?

    3. What schedule of work is proposed for the completion of the unit by August 15th?

3. To discuss the way in which a high school ought to respond to a crisis situation similar to that precipitated by the United States' operation in Cambodia.

IV. PARTICIPANTS

Joseph Acorn	College Park High School
Neil Agron	Pleasant Hill High School
Pamela Bookman	Concord High School
Robert Boyle	College Park High School
Marty Kahn	College Park High School
Anne Kawaichi	Mt. Diablo High School
George Larson	Pleasant Hill High School
James Sayre	Concord High School
Jacqueline Woodruff	Clayton Valley High School

V. CONSULTANTS

Lee Thompson, Consultant in Secondary Curriculum
Mt. Diablo Unified School District

Robert E. Freeman, Director
Diablo Valley Education Project

David Luse, Resource Director
Diablo Valley Education Project

VI. CONTENT OUTLINE

Past Experience with Crises

The workshop began with a discussion of the response of certain high schools within the Diablo Valley Unified School District to the Cambodian Crisis. The Pleasant Hill High School experience, being the only moderately successful program in the school district, was the focus of attention. A student initiated request for a teach-in had stimulated what developed into a two-part program. The first part consisted of an assembly, attendance at which was voluntary and which drew approximately one-quarter of the student body. This small proportion is attributed to poor publicity and competition with an American Conservatory Theatre Assembly and this is probably a significant observation in itself. The Assembly was structured around a panel of teachers who gave historical background and then presented their own views on the problem. The second part of the program was held in the evening and both students and parents were invited.

Three strategies were used in both meetings in hopes of encouraging serious and fruitful discussion. One was the decision not to invite any outside speakers or experts to give presentations. Then participants were divided into discussion groups of from ten to fifteen with family members separated into different groups. Third, to prevent rapid polarization of the discussion, a range of seven positions with regard to U.S. action in southeast Asia was presented to the group and served as a departure for discussion. It was hoped that this last strategy would serve to focus the discussion on smaller issues and thereby encourage thoughtful discussion rather than dogmatic polarization on extreme positions. It is significant to note that by the time the program ended at 9:00 p.m., everyone wanted to be brought back to continue the discussion.

The teachers, who had participated in various groups, then closed the program by each giving a short statement of the agreements and problems observed in their groups. Everyone, except one person, thought it had been a very fruitful evening, including a few who had previously been very negative on almost every innovation in the school district. The success of this format should be kept in mind in planning future programs of this nature. At the same time, however, even this good experience failed to reach most students, parents and administrators and was clearly inadequate in this respect.

Other schools reported administrative avoidance of the issue, apathy and one meeting which had a highly polarizing effect on its school because of the use of highly provocative teachers.

Proposal for DVEP Involvement in Crisis

As a result of this discussion, it was felt that it would be good for the Project to meet with administrators of the school district

in an attempt to formulate standards for coping with this kind of problem. Such standards would allow the District and individual schools to offer constructive programs which would enrich and expand the curriculum making it more meaningful for teachers and students alike. Dave Luse then discussed an idea he has been working on which might serve as a model for such a program. It was agreed that Luse's "Project Crisis" was a feasible model from both a political and an educational point of view. Project Crisis involves students in: (1) identifying the actors in a crisis situation, (2) finding out the actors' assumptions about opponents' goals, allies and position on the use of violence and (3) using this information for written or oral reports, discussion, role playing, etc. Such information could also be the focus of assemblies or public meetings.

It was agreed that the Project would pursue development of such a program looking forward to being able to present a plan for handling crisis issues to the school district administration sometime in August. If successful, such a meeting would not only see acceptance of the plan, but also would identify the key people responsible at the district and high school levels for implementation of the program when the need arises. Freeman suggested that it would be helpful if someone from each of the schools would submit a step by step report of what programs or policies were initiated to cope with the recent Cambodian crisis.

Work Units to Date

As agreed at the April workshops, each team was then to present a summary of its work. These presentations got off to a laborious start, due to lack of an adequate understanding of what had been requested. Lee Thompson attempted to clarify the situation by explaining the curriculum development model adopted by the Mt. Diablo Unified School District. This model identifies the various elements of curriculum that ought to be taken into account in designing a unit, no matter what its subject content:

1) One must consider the overall goals of the unit. This includes an introduction and rationale.

2) The behavioral objectives must be clearly identified.

3) One must specify the concepts with which the unit as a whole will deal, as well as those sub-concepts treated in each of the lessons.

4) One ought to formulate the generalizations to be considered on both the unit and lesson levels.

After some further discussion it was agreed that these were the elements which ought to be identified in the work of each team at this stage of development.,

Having cleared up this misunderstanding, it was possible to return to a discussion of the team reports which had been prepared.

Each report was evaluated in terms of the curriculum model and many helpful changes were suggested. It became clear that while teachers had taken very individual approaches to constructing their units, Thompson's model offered a valuable common format for expression even when the logic of the model had not been imperative in the initial conceptualization of the units.

Planning

Freeman then asked what steps ought to be taken between then and August 15th to insure completion of the units by that date. Most felt that the two main factors were the availability of Project staff and resources for consultation and time to work. Groups were urged to have at least one meeting with either Dave Luse or Lee Thompson in the interim period. Lee reminded people that there was a good opportunity to do this work for credit in his course (June 15th to July 10th) on Curriculum Development offered at Concord High School through Hayward State. After reminding teachers that a sample copy of all teaching materials must accompany the completed unit, the workshop was adjourned.

VII. CRITIQUE

It should be noted that the approach to this workshop was completely reordered. Instead of using May 20th and 21st for a review of resources as had been originally planned, teachers were provided with two release days for conceptualization and writing, returning on the third day for a review of each team's work.

What was learned from these workshops, in addition to the fact that more released time is needed for individual group work, is that an earlier date for submission of preliminary unit outlines by the teams should have been required. An earlier outline would allow more time for close work on revision of content and organization. The overall picture, at least at this stage, looked very promising in spite of the inadequacies noted.

September 1970

VIII. APPENDIX

Work on Curriculum Units

Completed and Reported on as of

May 22, 1970

UNIT: WORLD WAR I AND THE CUBAN MISSILE CRISIS AS EXAMPLES OF INTERNATIONAL CONFLICT SITUATIONS

G. Larson; N. Agron

INTRODUCTION

In this unit the student will be faced by three situations concerning international conflict. Two are historical confrontations, World War I and the Cuban Missile Crisis, while the last one will be a simulation testing whether the students can apply concepts derived from the first two situations.

I - WORLD WAR I

The strategy for this section depends upon the use of a simulation of World War I. In this simulation students will serve as the foreign ministers of five nations: Russia, England, France, Austria-Hungary, and Germany. Each foreign ministry will be responsible to perceive the actions of the other four countries as either hostile, neutral, or friendly. Each ministry will be briefed and then will receive copies of comminiques from other countries. To make the simulation more concrete each group will have a strategy map board. In each stage of the simulation, the students will receive communiques and news reports, then ministries record their perceptions of the other countries. The debriefing of the game should analyze such factors as:

1. Increasing tension influence upon leaders does truncate the decision-making process.
2. The personality of a decision maker influences how he reacts to tension (Example of Kaiser Wilhelm).
3. Perceptions that leaders have are often faulty as to what other leaders are thinking or feeling.
4. Many decision makers exacerbate the communications problem.
5. When nations are locked into hostile positions it is very hard to reverse the process.

II - CUBAN MISSILE CRISIS

More conventional strategy will be used in this sub-unit. The student will be confronted by an international conflict situation that was well managed. Readings, briefings and discussions will center upon the same factors that were raised above.

III - USE OF CRISIS - A commercially available simulation.

The third and final portion of this unit involves the use of "Crisis," a commercially available simulation marketed by Western Behavioral Sciences Institute, LaJolla, California.

"Crisis" consists of a six nation world, these nations being of unequal strengths. A border dispute initiates the crisis. Students must make decisions among many alternatives. Some examples of alternatives offered by this simulation are:

1. Creation of a world organization
2. International alliances
3. Fact finding commissions
4. World police force
5. Summit conferences
6. War

"Crisis" was selected because the simulation emphasizes communication and messages. We have selected this simulation as our evaluating instrument in an effort to determine whether the student has internalyzed the generalizations developed in the World War I simulation and as to whether students are able to apply these generalizations in a new and unfamiliar situation. For example, will the student be aware of the need for clear and concise communications as exemplified by the Cuban Missile Crisis or will the confusing communications of the World War I situation initiate a war? Will the students reduce the number of decision makers through a summit conference or other methods? How accurate will be the students perceptions of what others are thinking or feeling? Will the students avoid war as an alternative?

As in the first simulation, the de-briefing is of utmost importance as it is at this time that the motives behind their decisions are explored.

INTERNATIONAL CONFLICT - GOALS

A. To make students familiar with particular examples of international conflict - specifically World War I and the Cuban Missile Crisis.

B. Out of an examinaticn of these examples, to generate concepts and generalizations about international conflict situations, as well as international process of conflict and strategies for managing conflict.

C. In a simulated international conflict situation to have students be able to recognize and conceptualize the processes of interaction that take place.

D. In a simulated international conflict situation in which the participants are specifically oriented toward the avoidance of violence, to have students be able to make choices that allow the conflict to be managed without resort to violence by any of the participant nations.

INTERNATIONAL CONFLICT - CONCEPTS

A. Conflict situation
B. Conflict spiral
C. Hostility
D. Threat
E. Tension
F. Decision making
G. Diplomacy
H. Leadership
I. Perception
J. Conflict management
K. Uncertainty - ambiguity
L. Deterrence
M. Power
N. Contingency plans

INTERNATIONAL CONFLICT - GENERALIZATIONS

A. Decision makers act on basis of their perceptions.
B. Perceptions may be faulty because of poor intelligence or poor communication.
C. Expressions of hostility leads to perception of threat.
D. Perception of threat creates tension and uncertainty.
E. Tension and uncertainty tends to limit number of perceived alternatives.
F. Tension and uncertainty tends to create pressure to do away with tension and uncertainty.
G. Conflict spirals as "defensive" acts create responses that reinforce original perceptions of threat.

UNIT: CONFLICT

J. Woodruff; A. Kawaichi

INTRODUCTION

The goal of this unit is to get students to consider six major ways that conflict can be solved on personal, inter-group and international levels. Students should be able to compare and evaluate these six methods by the end of the unit. The six sub-concepts we deal with, then, all refer to methods of problem solving. These six sub-concepts are:

a. Authority (using power to solve a conflict)
b. Compromise (using give and take to solve a conflict)
c. Confrontation (using tactics to force an awareness of a conflict to bring about a solution)
d. Scapegoating (blaming an outside source for the problem to seemingly alleviate the conflict)
e. Advocate System (using the presentation of opposite views so that a neutral party can determine a solution to the conflict)
f. Consensus (exchanging of ideas and opinions until agreement)

The subject matter for the unit will be consciously drawn from personal, inter-group and international situations for almost all six of the sub-concepts.

I. General Introduction to the concept, "Conflict"
   A. Behavorial Objectives:
      1. Students will be able to differentiate out of a list of ten conditions, the five which are conflict situations and the five which are just value differences.
      2. Students will be able to fully define "conflict" in sentence form.
   B. Generalizations:
      1. Conflict results where there is an incompatability of two values; that is, when there are two mutually antagonistic things.
   C. Anticipated Content and Strategies:
      1. Students will discover (from a list of situations in which they might typically find themselves) the difference between a conflict situation and a value differentiation. Students should then be able to generalize and define "conflict." An example of a conflict situation in the list might be, "John Jones claims he turned in assignment on the Civil War. His teacher does not have the assignment and accuses the student of lying."

II. Sub-concept: Authority:
  A. Behavorial Objectives:
    1. Students will be able to describe in a 200 word essay how both sides might feel after a conflict is resolved by the more powerful side dictating an answer to the conflict.
    2. Students will be able to list means and methods used by authorities in World War II to relocate the Japanese-Americans.
    3. Students will be able to explain in writing in about 400 words how war-time authorities in the U.S. justified ignoring the rights of American citizens during relocation.
    4. Students will be able to describe how they might feel if given forty-eight hours to evacuate their homes in an oral discussion.
    5. Students will be able to list ten techniques used by Hitler and his advisors to control people.
    6. Students will be able to list five situations where they feel authority is necessary and legitimate in solving problems.
  B. Generalizations:
    1. Authority used in solving conflicts without consulting the governed tends to produce resentment.
    2. In wartime, individual rights are often suspended in the name of expediency.
    3. Individual rights, to be preserved, must be guaranteed to all.
    4. The use of authority to solve certain problems is necessary at times.
  C. Anticipated Content and Strategies:
    1. A school situation where the teacher or principal is programmed to win in a conflict simulation will be used. The resulting feelings will be discussed. (The same simulation will be replayed in the next unit in a compromise situation.)
    2. Readings will be given out representing different views of what to do with the Japanese in 1941. Also materials representing the different views within the Japanese community will be given out. Students will role-play these conflicts.
    3. Films such as "Twisted Cross" will be used to get at Nazi techniques. Also original sources from Nazi leaders will be used to get at their totalitarian control.
    4. Students will read and discuss about situations where authority might be legitimate to solve the problem. Students will make up their own examples also.

III. Sub-concept: Compromise:
  A. Behavorial Objectives:
    1. Students will be able to describe the process of compromise in a non-communal conflict in written form (based on a labor-management problem).
    2. Students will be able to describe the process of compromise in a student-administration conflict in an oral de-briefing discussion.

3. Students will be able to compare in writing the advantages and disadvantages of using authority vs. compromise in a student-administration conflict.
4. Students will be able to state the conditions which brought about the compromise in the 1953 Korea conflict.

B. Generalizations:
1. In a compromise, both parties win something and both parties give up something for their mutual benefit.
2. There tends to be less resentment when a conflict is solved through compromise than if it is solved by the dictation of an authority.
3. In order to compromise, both sides need to truly listen to what the other side needs.

C. Anticipated Content and Strategies:
1. Students will role-play a management-labor conflict to see the ritualistic patterns of such a conflict solving.
2. Students will replay the school conflict played in the Authority part. Students will be able to compare the use of compromise vs. authority in solving the same conflict.
3. Students will be given lists of typical roadblocks to communication. They will practice learning to really "actively listen" to another party.
4. Students will learn about the Korean situation through readings, and perhaps play the game, "Dangerous Parallel."

IV. Sub-concept: Confrontation:

A. Behavorial objectives:
1. Students will be able to describe in writing the dilemma faced by Senator Ross concerning the impeachment proceedings of Pres. A. Johnson.
2. Students will be able to reconstruct a confrontation experience from their own experience and evaluate in writing the benefits and risks from self-confrontation.
3. Students will be able to list the techniques of non-violent confrontation used by Mahatma Gandhi and his followers.
4. Students will be able to list the techniques of non-violent confrontation used by Martin Luther King and his followers.
5. Students will be able to compare the techniques used by Martin Luther King and those used by Mahatma Gandhi.
6. Students will be able to list the problems and risks involved in non-violent protest.

B. Generalizations:
1. In confrontation, there is the risk of having to change yourself, of having to contend with violence, and of having to go to jail.
2. Confrontation is often used in situations where the door to compromise is closed.
3. Confrontation may bring about compromise or it may bring about polarization.

C. Anticipated Content and Strategies:
   1. The reading on Senator Ross will be used from Kennedy's Profiles in Courage. Discussion will follow.
   2. Students' own experiences will be used on intra-personal confrontation.
   3. Film strips and fiims will be used on Martin Luther King and Gandhi. Also original sources, debate, and discussion will be used.
   4. A film on dissent and protest we have previewed could be used to show the risks of protest. A scene where students picket a chemical plant is shown with two possible endings.

V. Sub-concept: Scapegoating:
   A. Behavorial Objectives:
      1. Students will be able to construct a model summarizing the scapegoating of the Jews by Hitler.
      2. Students will be able to choose from a list of individuals and groups who the John Birch Society feels are responsible for the internal ills of the American society.
      3. Students will be able to give four reasons why the American Indians were used as scapegoats by incoming settlers.
   B. Generalizations:
      1. Scapegoating is an irrational answer to conflict.
   C. Anticipated Content and Materials:
      1. Readings like from Hitler's Ovens can be used. Films like "Nazi Strike" can be used.
      2. Speaker from the John Birch Society could be used. Sources from JBS could be read and discussed.
      3. Original sources showing the scapegoating of Indians could be used. Also filmstrips can be shown and discussed. A speaker could be invited.

VI. Sub-concept: Advocate System:
   A. Behavorial Objectives:
      1. Students should be able to form an opinion in writing on a problem like a Conscientious Objector case where duties and rights come into conflict.
      2. Students should be able to discuss the advantages and disadvantages of the American legal system for solving problems such as those proposed by Korematsu and Brown v. Board of Education.
      3. Students should be able to list the pros and cons as to whether an International Court of Justice could be used for solving future world problems.
   B. Generalizations:
      1. The advocate system is as good as the people who make it up.
   C. Anticipated Content and Strategies:
      1. Students will play through a mock C.O. trial.
      2. Students will read the actual Korematsu and Brown cases. Discussion will ensue.
      3. Readings on the current World Court will be used. Other Federalist schemes will be scrutinized and debated.

VII. Sub-concept: Consensus:
  A. Behavorial Objectives:
    1. Students should be able to describe the process by which a problem is solved through consensus.
  B. Generalizations:
    1. Consensus insures that all opinions are heard, but it tends to be very time consuming and difficult in large groups.
  C. Anticipated Strategy: Try to solve a problem by consensus.

VIII. Conclusions on Ways to Solve Conflicts:
  A. Behavorial Objectives:
    1. Students will be able to evaluate orally which methods of problem solving are best on the personal level, on the inter-group level and on the international level.
  B. Generalizations:
    1. Some form of democratic problem solving is more advantageous than win-lose problem solving.

UNIT: THE HABIT OF VIOLENCE

J. Acorn; M. Kahn; B. Boyle

AFFECTIVE BEHAVIORAL OBJECTIVE:

Students will demonstrate that their propensity towards violent (physically aggressive) behavior has declined, as measured by subjective and objective criteria, including the use of a test on attitudes toward war, a sociogram, and their answers to the "Fred Little" story.

COGNITIVE BEHAVIORAL OBJECTIVE

Students will be able to apply the model given (and developed) to a variety of conflict situations (tension-situations) and be able to analyze the components of the situation, to describe alternative responses to the conflict situation, and to evaluate the results of each of these responses.

COGNITIVE SUB-OBJECTIVES

Students will be able to develop and utilize continuua (spectra) appropriate to the measurement of data-inputs to conflict-situations.

Students will be able to assist in the development of flow-charts and systems-diagrams showing characteristics of the inputs, the functioning of the social-transactions, and the implications of the outputs of tension-situations that might have as one alternative: violent conflict.

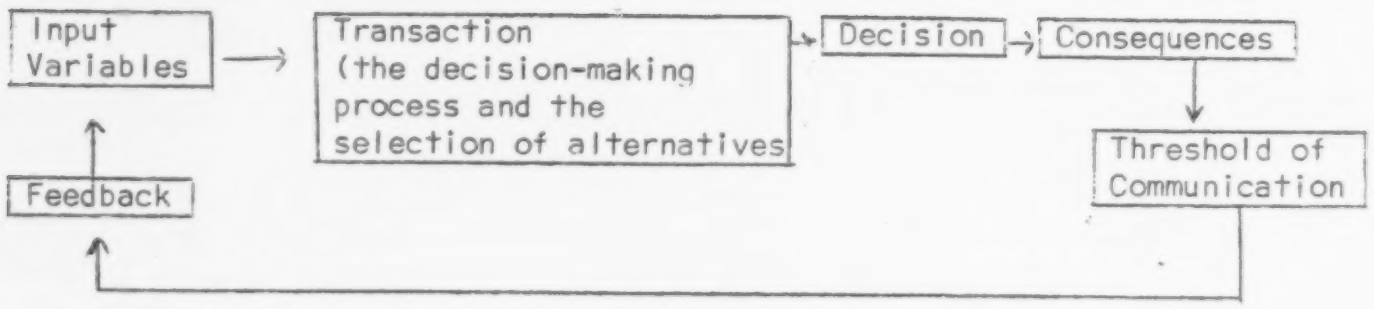
GENERALIZATIONS (more to come)

There is a positive direct correlation between the availability of arms and the incidence of violence.

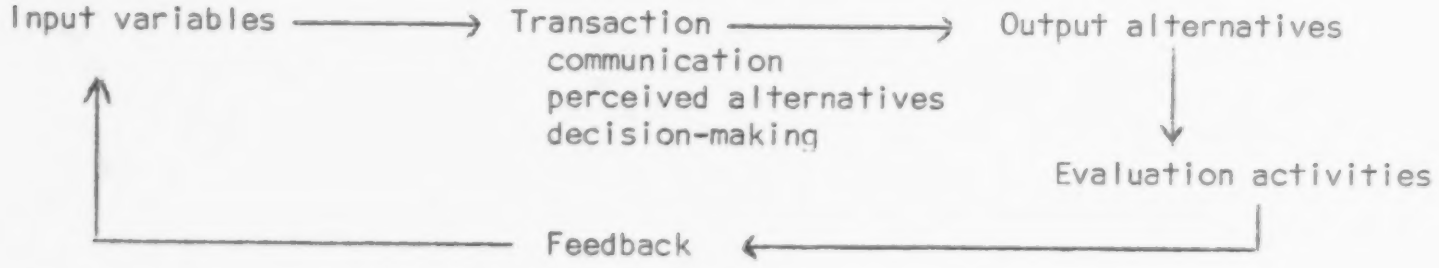
CONCEPTS (incomplete)

sensitivity
discriminative listening
threshold
flow-chart
parameter
violence
inner-oriented
hostility management
communication
psychological conditioning
social-desensitization
arms control
tension
repression
distraction
consequences
behavior
frustration
social model
systems-diagram
aggression
non-violence
other-oriented
feedback
psychological cue
perceived relevance
hero
crisis situation
vendetta theory
sublimation
alternatives

BASIC MODEL (Skeleton):



SKELETON OF MODEL FOR THE TEACHING UNIT



Inputs expressed as a series of spectra of polarized elements. The perceived alternatives analyzed and evaluated. Selection of the decision, as part of the transaction. Evaluation of the consequences. Feedback into the model, as applied to a new situation, dependent partly upon the rate of flow of communication.

Spectra consist of scales similar to this:

-9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9

Panic negative — Passive negative — Passive positive — Panic positive

Active negative — Active positive

Zealotry — Moderation — Zealotry

TYPE I: Preconditioning variables (inputs)

Sensitivity to feelings of others

Insensitive..... Sensitive

Antipathy Dispathy Apathy Sympathy Empathy

Relative acceptance of violence as normal

Acceptance .....Rejection

Relative feelings of personal responsibility

Strong.....Weak

Hero concept

Violent heroes .....Non-violent heroes

Vendetta concept

Vengeful.....Forgiving nature

Tension-management experience

Experienced.....Inexperienced

Experience at logical problem solving

Experienced.....Inexperienced

TYPE II: Psychological cues

Crisis atmosphere

Non-crisis (low emotional content) .....Crisis (high em. content)

Volume, tone, character of speech

Loud and sharp .....Soft and gentle

Sight and sound of weapons and/or their use

Multiple incidence .....No incidence

Hostility index

High .....Low

TYPE III: Availability of weaponry

Relative destructiveness of weaponry

Minor destructiveness.....Massive destructiveness

Relative availability

Propinquity of weaponry.....Remoteness of weaponry

Relative disorder and/or contamination involved

Clean or orderly violence.....Messy or repugnant violence

Relative association with a target

Remoteness of target.....Proximity of target

Relative power-potentialities of adversaries

Equal.....Diverse

Communication level

High... .....Low

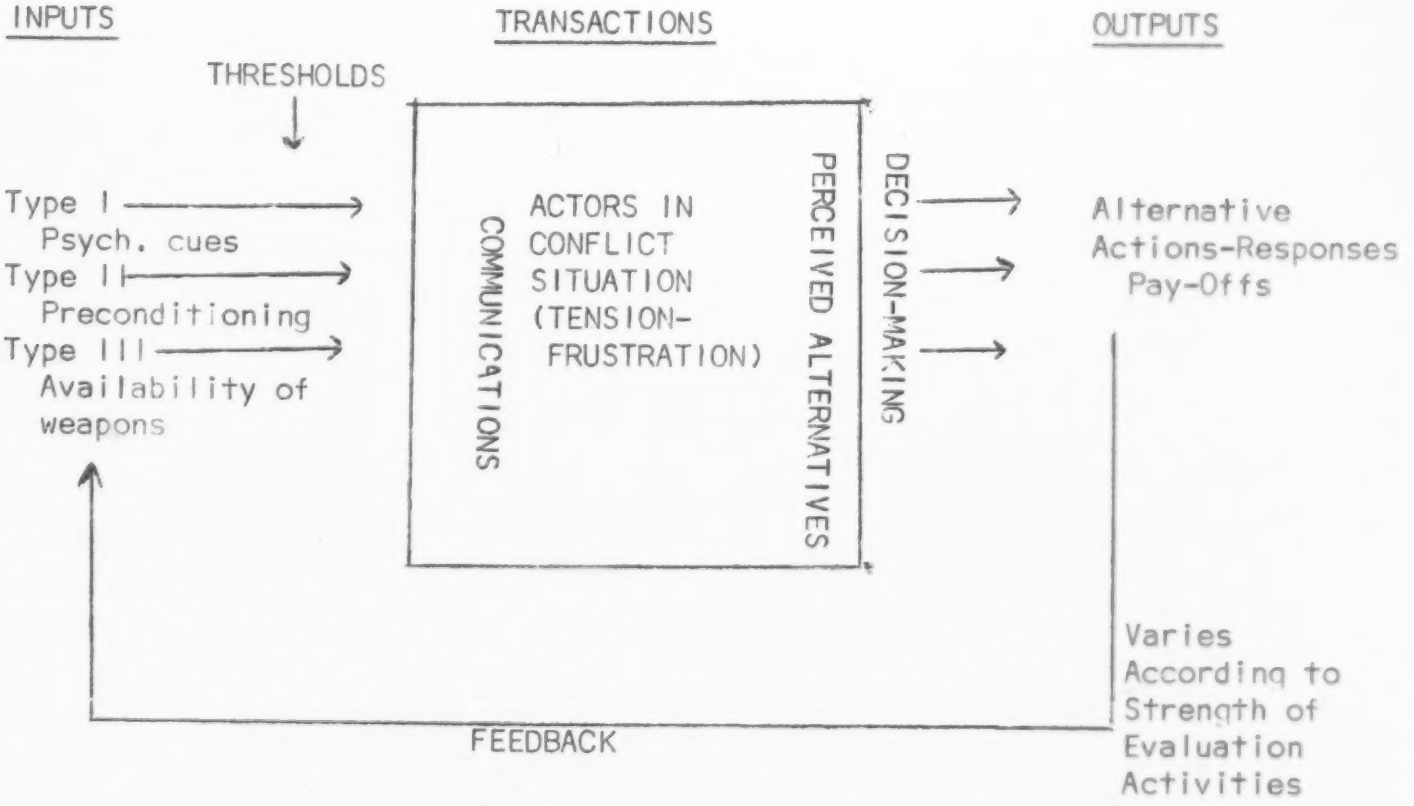
OUTPUT VARIABLES

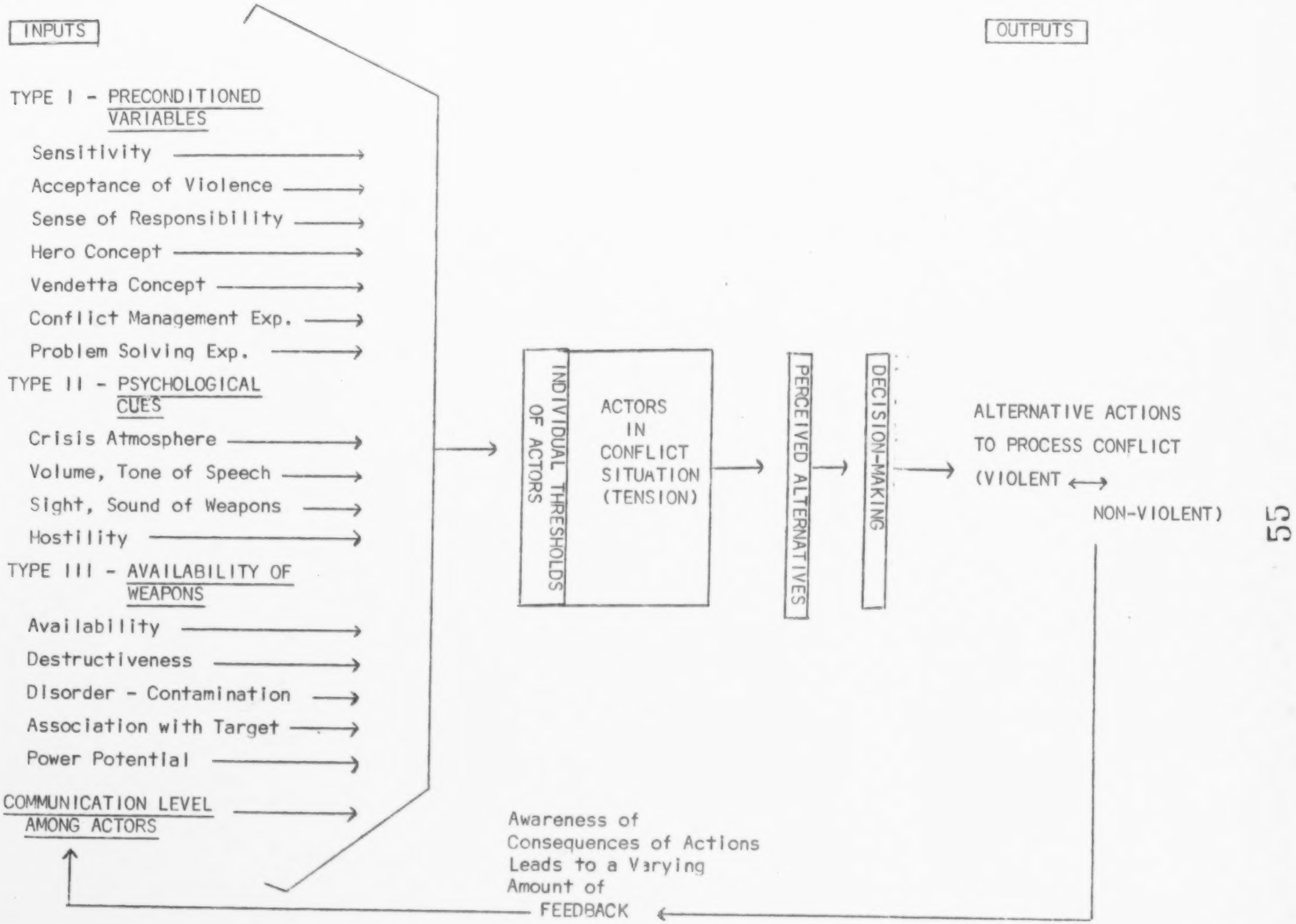
Alternative approaches

Flight	Withdraw (retreat, leave)	Withdraw (drop-out, ignore, apathy)	Draw a defense perimeter	Threaten aggression	Overt aggression

The center point of the above continuum may be likened to two persons, standing (a) face-to-face, (b) back-to-back, or (c) at some other relative position to each other. The direction of the person's face would indicate his orientation towards action.

SKELETON DIAGRAM REPEAT




INPUTS
OUTPUTS
TYPE I - PRECONDITIONED VARIABLES
Sensitivity
Acceptance of Violence
Sense of Responsibility
Hero Concept
Vendetta Concept
Conflict Management Exp.
Problem Solving Exp.
TYPE II - PSYCHOLOGICAL CUES
Crisis Atmosphere
Volume, Tone of Speech
Sight, Sound of Weapons
Hostility
TYPE III - AVAILABILITY OF WEAPONS
Availability
Destructiveness
Disorder - Contamination
Association with Target
Power Potential
COMMUNICATION LEVEL AMONG ACTORS
INDIVIDUAL THRESHOLDS OF ACTORS
ACTORS IN CONFLICT SITUATION (TENSION)
PERCEIVED ALTERNATIVES
DECISION-MAKING
ALTERNATIVE ACTIONS TO PROCESS CONFLICT
(VIOLENT ⟷ NON-VIOLENT)
Awareness of Consequences of Actions Leads to a Varying Amount of
FEEDBACK

UNIT: DISSENT AND AMERICAN SOCIETY

J. Sayre; P. Bookman

BEHAVORIAL OBJECTIVES:

1. To interpret the meaning of dissent either orally or in writing.
2. Categorize behavior as conformist or nonconformist.
3. Cite examples of authority in society.
4. Explain the concept of petition.
5. Explain the concept of "free speech."
6. Define slander.
7. Define libel.
8. Explain the "right of assembly" and cite its source in the U.S. political system.
9. Create a model of an institution.
10. Distinguish between the concepts of internal security and external security.
11. Contrast verifiable statements and emotive statements.
12. Explain the concept of moral values, social practices and standards.
13. Explain the concept of the people.
14. Cite examples of appeal to a "higher law."
15. Explain the concept of "the system."
16. Define pacifist and give examples of persons who have practiced this philosophy.
17. Explain what a religious dissenter is.
18. Explain what a political dissenter is.
19. Distinguish between tolerance and intolerance.
20. Distinguish between legal and illegal dissent.
21. Create a model of legal dissent.
22. Cite examples of the suppression of dissent.
23. Distinguish between liberal, moderate, and conservative ideologies in terms of the ideologies views of human nature.
24. Distinguish between liberal, moderate, and conservative attitudes toward dissent.
25. Distinguish between "far left" and "far right" in terms of their views and uses of dissent.
26. Define a political extremist.
27. Create a model of a democratic government.
28. Explain the concept of the tyranny of the majority.
29. Cite the sources of minority rights in the American political system.
30. Explain the doctrine of "clear and present danger."
31. Define treason.
32. Cite an example of an "appeal to conscience."
33. Distinguish reform from revolution.
34. Explain the relationship of civil disobedience to dissent.
35. Cite examples of dissent during the history of the United States.
36. Explain the concept of civil rights.
37. Create a model of civil protest which distinguishes between both the causes and effects of peaceful and violent protest.
38. Define subversive activities.
39. Distinguish between dissent directed at domestic and foreign policy.

40. Give a legal definition for conspiracy.
41. Distinguish a legal assembly from an illegal assembly.
42. List the functions of an agitator and give historical and current examples of agitators.
43. Explain the concept of redress of grievances.
44. Relate the goals of foreign policy and domestic policy dissent.
45. Explain the concept of a political spectrum.
46. Relate position on a political spectrum to attitudes about human nature.
47. Relate position on a political spectrum to attitudes about dissent and to dissenting attitudes held.
48. List the various factors involved in creating a riot.
49. Create alternative models for processing dissent.

GENERALIZATIONS:

1. Dissent is a fundamental democratic concept, the lack of which destroys democracy.
2. Every society has had rules, written or unwritten, by which social control over the people's conduct is maintained.
3. As the powers of government are concentrated in the hands of a few, the possibility of dictatorship increases and the possibility of democracy decreases.
4. People develop political institutions in order to achieve the best form of society and the best way of life.
5. The values of a society are reflected in the institutions of that society and the status assigned to the various institutions.
6. The absence of legal procedures for changing government will often encourage people to resort to illegal and covert means of changing the government.
7. The source of political power in a democracy will be the people themselves.
8. In every society, the installed power structure will be challenged by reformers who attempt to bring about change and shape the society to their own design.
9. In our society there are variations among individuals regarding race, religion and nationality; these variations do not necessarily imply inequality.
10. In a democracy, a compromise between the rights of the individual citizen and the common welfare is a constantly recurring problem which is best solved by our courts.
11. People express a preference for their own cultural and political system by using the mores, practices and standards of their society to judge other societies.
12. The greatest truths are often the most unpopular and exasperating in our society.
13. The courts are constantly engaged in bringing the Bill of Rights up to date.
14. Law must change as society changes.
15. A free exchange of ideas is ordinarily the best protection against tyranny and false or socially harmful concepts.

16. Public discussion is a political duty and the greatest menace to freedom is indifference on the part of citizens.
17. Human dignity must be preserved. There is a point beyond which the government cannot go in trying to secure itself.
18. Fear, hate, repression, menace stable government; therefore, the opportunity to discuss grievances and propose remedies is the safe path to follow.

CONCEPTS:

Authority
Conformity
Nonconformity
Petition
Free Speech
Slander
Libel
Assembly
Internal Security
Verifiable
Emotive
Individual Values
Social Mores and Standards
"The People"
Higher Law
"The System" (Establishment)
Religious Dissent
Political Dissent
Economic Dissent
Pacifist
Tolerance
Intolerance
Legal Dissent
Illegal Dissent
Oppression
Conservative
Liberal
Moderate
Political Extremist
Radical
Redress of Grievances
"Far Right"
"Far Left"
Government
Tyranny
Anarchy
Republic
Democracy
Popular Sovereignty
Majority Rule
Minority Rights
Tyranny of the Majority
"Clear and Present Danger"
Treason
Conscience
Civil Disobedience
Reform
Revolution
Demonstration
Civil Rights
"Natural Rights"
Violent Protest
Nonviolent Protest
Subversive Activities
Foreign Policy Dissent
Riot
Agitator
Conspiracy
Compromise